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ABSTRACT

Traditional schools have assumed the role of fitting the individual for his place in society. Unique needs and interests have been placed second to "the common needs of all." Such educational programs are now being challenged by those who see a dehumanizing trend in current practices. In the new curriculums, primary emphasis is on satisfying the needs of each unique individual. This review presents some of the considerations involved in implementing new curriculums. There is no necessary contradiction between humaneness on the one hand, and systems approaches and technology on the other. This review, therefore, looks first at the need for carefully planned change programs, relating them specifically to the humanization of curriculums, and then it examines the place of formative, process, and summative evaluations in these programs. The concluding section presents some practical materials for the actual process of implementing new curriculums in schools. (Author)

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Implementing Curriculum Change

Warren Mellor

Traditional schools have assumed the role of fitting the individual for his place in society. Unique needs and interests have been placed second to "the common needs of all." Such educational programs are now being challenged by those who see a dehumanizing trend in current practices.

Only by educating individuals to fulfill their own potentialities—in a social context—can both individual and society really achieve "humaneness." In some new curricula, primary emphasis is on satisfying the needs of each unique individual. Carl Rogers argues that significant learning for the student has

> . . . a quality of personal involvement—both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. It is pervasive. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. It is evaluated by the learner. He knows whether it is meeting his need, whether it leads toward what he wants to know.
>
> *Rogers* in *Morgan and Washington (1972)*

This review presents some of the considerations involved in implementing new curricula. There is no necessary contradiction between humaneness, on the one hand, and systems approaches and technology on the other. This review therefore looks first at the need for carefully planned programs of change, relating these specifically to humanizing curricula. It examines the place of formative, process, and

summative evaluations in these programs and presents some practical materials for the actual process of installing new curricula in schools.

An arbitrary limit was placed on the large number of potential sources on curriculum change. No attempt was made to research ERIC catalogs prior to 1971. Of the documents reviewed, eleven are available from the ERIC Document Reproduction Service. Complete instructions for ordering are given at the end of the review.

GLOSSARY

The **humane school** is organized around feelings, attitudes, and values and is dedicated to the individual's responsible judgment and social commitment.

Process education teaches the skills of processing information and of analytic, productive, and expressive thinking.

In **actualization of potentialities** the individual comes to realize the extent to which he can make use of his own abilities through self-direction, self-sufficiency, and self-fulfillment.

Planning-programming-budgeting systems integrate organizational activities that analyze and evaluate curriculum (program planning) and analyze and account for expenditures (program budgeting).

The **CIPP** model represents four stages in program evaluation—context, input, process, and product.

Formative evaluation examines the program's situation or context to serve planning decisions and the inputs to assist with project design and structuring.

Process evaluation provides data for program implementation and operational decisions.

Summative evaluation provides measurements of, and reactions to, program attainments and products as the basis for recycling decisions.

CHANGE AND THE ADMINISTRATOR

Before he can develop the skills needed to manage programs of innovation, an administrator must have some knowledge of the change process itself (Woods 1971). He must plan for the consequences that arise from the different change strategies employed. His effective program management maintains the relevance of the public schools to the current needs of our society.

Knowledge acquired through the behavioral sciences provides some guidelines for programs of change. Woods views the problems from an administrator's point of view. One of his concerns is personnel administration as it relates to educational change. He looks, also, at the characteristics of innovation, the adoption of an innovation, and the ways in which some innovations are implemented on a broader scale.

Specialist personnel must be employed if full benefit is to be obtained either from the planning process or from the implementation of plans once developed (Neal 1967). At the same time, administrative leaders should be involved in developing policies. In fact, if school systems adopt a planning outlook involving as many people as possible, a system of "rolling reform" can develop. Such programs, particularly in curriculum for example, will enable schools to become more vital and relevant institutions.

PLANNING A HUMANIZING CURRICULUM

A monograph by Foshay (1970) notes a reversal of the role of the school in society since 1900. Rather than subordinating the needs of the individual to those of society, the school must now serve the individual. The need is to adapt education to changing social forces, to develop a humane school.

There are several specific things that individual teachers and administrators can do to fulfill this new role. Even within the present system there can be a move toward humaneness. Some schools are already using such practices as

- student participation in curriculum planning
- community and citizen involvement in education
- expansion of the curriculum to include the study of man as a social being and the study of individual self-awareness
- increased emphasis on literature and the arts
- student participation in the real world in the form of productive work

The humanizing curriculum centers on the student (Curtis 1971). The teacher helps to plan, guide, and evaluate the individual rather than to transmit selected facts. Since current educational philosophies stress the obligation to personalize education, emphasis must be placed on the needs and interests of individuals. Curricula must be constructed to enable students to actualize their own potentialities.

Four types of humanizing curricula are being introduced, differing primarily in their view of the centrality of man in relation to his environment. One type emphasizes humanities instruction. Another sees man as a member of society, while a third views him as a unique individual. The fourth treats him as a reasoning being who is constantly analyzing his own mind, feelings, and reactions.

Educational innovations have a tendency to become fads, lacking permanence (Foshay 1972). To prevent this from happening in the move toward more humane schools, curricular design should relate the human condition to the necessary goals of teaching.

Foshay has prepared a grid in which six elements of the human condition intersect with four elements of the operational goals. The human (psychological) categories are intellectual, emotional, social, aesthetic, spiritual, and physical. The operational goals of teaching are identified as follows:

- Fluency—it is essential that students become familiar with the symbols and data of the subject being taught.
- Manipulation—students should be able to understand the data presented to them. From this derive such skills as interpretation and creativity.
- Confidence/value—through feeling confidence in the manipulation of data and valuing the abilities gained, the learning process becomes rewarding.
- Persistence—interest in learning continues as a lifelong process, even after formal instruction has stopped.

The grid indicates a failure to examine seriously twenty-two out of twenty-four grid elements that belong in comprehensive curriculum design and evaluation. We know little about the aesthetic, spiritual,

and physical aspects of growth. Indeed current evaluation schemes tend to leave out the areas of confidence/value and persistence. Use of this grid can offer a map of curriculum development for a humane school.

Three major decision points provide a framework for humane curriculum development (Rudduck 1971). The first is adoption of an input model that focuses on process education. Traditional curricula tend to focus on cognitive learning and behavioral objectives. When used for evaluation, such objectives tend to set up preconceived notions of intended achievements. Process education, on the other hand, is a "non-objective" approach, tracing the different patterns of outcomes and linking them to the patterns of teaching.

The second decision is the selection of content. This area has implications for the aim of the project, student achievement, teacher role and response, and the very character of the schools themselves. The intent of the project described here, sponsored by the National Science Foundation, is to develop an understanding of social situations, human acts, and controversial value issues. Handling controversial issues implies not only a discussion method but also an objective, democratic teacher.

The third decision point centers on the production of a curriculum that challenges teachers rather than one that is "teacher-proof."

A 1970 Conference of the Association for Supervision and Curriculum Development discussed humaneness in the high schools. A report by Saylor and Smith (1971) identifies some of the major barriers to the implementation of humaneness in contemporary secondary schools. One series of papers concerns "The Barriers—and the Way Out." Papers in the second part relate to "Identification and Assessment of the Barriers: Reports from the Study Groups."

A central concern of educational innovation is making instruction relevant to the needs of individual students and of special subpopulations of students (Morgan and Washington 1972). The long-term program described here provided intensive training for leadership in designing and conducting change programs meant to increase the relevance of instruction offered inner-city children.

Concerns related to teaching problem-solving thinking, stressing personal/social development, organizing and conducting instruction for mastery of learning tasks, and individualizing instruction. The training programs stressed that students, instructional staff, administrative staff, and community members should be involved in all stages of local educational programs—development, implementation, and evaluation.

CURRICULUM INSTALLATION

Ritz and others (1970) briefly explain the model used by the Eastern Regional Institute for Education in planning the selection and development of curricula. They have devised a schematic representation providing a general view of the procedures involved and their sequence.

Basically the model consists of two phases—selection and augmentation (development). A key decision point serves as a link to connect the two phases. Four alternatives exist at this decision point: a program may be ready for installation, rejected, held for future action, or submitted for augmentation.

A paper by Hartley (1972) identifies the curricular-instructional implications of a

APPLYING PPBS TO CURRICULUM

- formulate goals, objectives, and learner skills
- design curricular programs to achieve stated objectives
- analyze more systematically the feasible alternatives
- provide staff with better planning information and resources
- compare costs with program accomplishments
- increase teacher involvement in planning and decision-making
- identify direct instructional costs in a program budget
- specify program priorities and educational values
- promote innovative programs, teaching, and evaluation criteria
- increase public understanding of, and support for, the schools

Hartley (1972)

Planning-Programming-Budgeting Systems (PPBS) approach. Despite common charges to the contrary, such an approach need not be dehumanizing, anticurriculum, or too sophisticated for educators. Nor is it decision-making by computer.

This approach takes into account the operational problems confronting local school officials such as lack of funds and time, understaffing, day-to-day crises, and resistance to change. Indeed, PPBS portrays specific school activities as part of an overall organic system. It thus serves to bring together formerly separate functions such as curriculum development and financial administration. For too long, the tail (budget) has been wagging the dog (curriculum).

Educational Technology Publications has produced a series of five booklets entitled "How to Get New Programs into Elementary Schools." Their intention is to assist the school administrator in the installation of new curricula.

The first booklet (Mahan and Gill 1972) explains that information is based on experience of extensive curriculum installations in New York and Pennsylvania. Each step in the installation process is described and accompanied by references, resources, and a checklist.

The booklet suggests that careful planning and attention to the opinions and needs of teachers who participate in the program are paramount. Stress is laid on

- the need to secure teacher cooperation
- care in selecting new programs
- methodical preparation and planning for installation
- conducting workshops
- the provision of extra assistance in the first stages of the actual use of the new program
- evaluation to determine the effectiveness of the new program

The second publication in the series (Gill and Harty 1972) presents an administrator's plan book. It has space to list important telephone numbers, to record actions taken, and to note the results of the actions. The aim is to provide documentation of the installation effort in order to pinpoint difficulties and to serve as a detailed model for other program installations. The plan book

is organized with charts summarizing the steps outlined in the previous volume.

Bickel and Gill (1972) deal with the process of curriculum selection. They begin with a definition of what a new curriculum program should be and suggest the composition of a search/selections committee. A search procedure incorporates a curriculum-criteria matrix to aid in making the final selection. An extensive appendix lists sources of information about new curriculum programs.

The fourth volume in the series is by Renker and others (1972). It describes the techniques employed in collecting and using data in the initial phase (readiness) of a curriculum installation. The primary focus is on decision-making and on data-based procedures to use in decision-making. Application of these procedures is analyzed in three case histories of individuals who employ decision-making approaches in their installation endeavors.

Finally, Renker and Bush (1972) call for an assessment procedure to measure pupil attainment of instructional objectives. Prior to developing such a system, the administrator schedules activities designed to assess faculty members' ability to use pupil-instruction objectives. After any deficiencies have been remedied, there is a need for continual faculty involvement in developing and carrying out such a system.

Gagne and Elfner (1971) describe a plan for the implementation of an individualized system of elementary education. Along with philosophical assumptions, curriculum, and instructional procedures, they examine

- instructional program-communications
- evaluation procedures
- personnel management
- financial management
- parental and community involvement

In addition, the various phases of the implementation process are analyzed, including preparation, development, staff training, and installation. For each of these phases the authors detail the actions necessary by county and district officers, by development teams, and by principals, teachers, and parents.

CURRICULUM EVALUATION

A monograph supplement to the journal *Curriculum Theory Network* deals with curriculum evaluation. "Evaluation" is defined as

> the process of obtaining information for judging the worth of an educational program, product, procedure, or educational objective, or the potential utility of alternative approaches designed to attain specified objectives.
>
> *Glass and Worthen* in *Weiss and others (1972c)*

Part 1 of the supplement (Weiss and others 1972a) reveals that evaluative activities include the following:

- determining what ought to be in a program
- setting up standards
- looking at the roles of individuals involved in the change process
- becoming sensitized to political aspects of the situation

Evaluation is no longer merely a process of measuring the extent to which goals are being achieved. The evaluator is now concerned with the appropriateness and importance of those goals. In the formative (planning) phase he assists with determining alternative means for reaching goals, with defining possible consequences, and with allocating resources. Starting with a defini-

tion of program standards makes it possible to compare those standards with actual performance in a final summative evaluation.

Process or transactional evaluation can aid ongoing innovative programs. It focuses on the individuals in a change situation by analyzing the organizational disruption that results from innovations. Likewise the politics of the curricular setting are a crucial consideration. While an evaluator should stay away from involvement in political causes, he should be sensitive to such realities as the use of evaluation as a tactical weapon, unacknowledged political goals, and effects on participants.

Part 2 (Weiss and others 1972b) presents three comprehensive frameworks for curriculum evaluation. One is a curriculum/student monitoring system for the formative evaluation of school programs. Another collects and analyzes student progress data. The third uses systems analysis techniques to aid in future decision-making, extending the earlier CIPP model devised by Daniel Stufflebeam and Egon Guba.

The third part of the monograph (Weiss and others 1972c) treats various aspects of evaluation methodology:

- the distinction between evaluation and research activities
- interdisciplinary contributions to evaluation
- strategies for optimizing resources
- instruments for analyzing curricular materials
- procedures for formative and summative evaluations

Worner (1972) argues that many principals have failed to convince parents and boards of the potential of an instructional program because of vague and imprecise evaluation data. PPBS provides the type of data that helps principals in making difficult decisions on program expansion, program elimination, and program maintenance. This approach enhances the knowledge of key school administrators about the effectiveness of instructional programs by identifying program strengths, flaws, and alternatives.

A speech prepared by Rush and others (1972) reports a systematic attempt to train and use classroom teachers and administrators in the operation of a curriculum evaluation model. The data indicate that competent professionals can indeed be trained to play an effective role. In turn, their training can be used as an inservice component of an overall evaluation. This professional group can then deal with final evaluation reports.

An "expected opportunity loss" model is advanced by Tanner (1970) as a decision-making technique. The model formulates alternatives for decision-making under uncertainty and weighs the probable or possible opportunity loss. It subjectively ranks courses according to their expected contributions to the primary objective of the total program. Objective data are gained from component costs, but less emphasis is placed on these components than in traditional cost-effectiveness models. The minimum loss is evaluated as the optimum decision.

To gather the documents in this review, *Research in Education* and *Current Index to Journals in Education* monthly catalogs were searched from January 1971 through April 1973, using as search terms: **Assessment, Curriculum Design, Curriculum Evaluation, Curriculum Planning, Educational Administration, Futures (of Society)** [pre-Jan. 1971: **Futurism**], and **Student Centered Curriculum.**

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RESEARCH HIGHLIGHTS

Before he can develop the skills needed to manage programs of change, an administrator must have some knowledge of the various phenomena associated with innovation. *Woods (1971)*

If school systems adopt a planning outlook involving as many personnel as possible, they can develop "rolling reform," which will enable schools to become more vital institutions in meeting the challenges of today and tomorrow. *Neal (1967)*

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